



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1115 W 5th St, Tempe, AZ 85281

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Susan OBrien  
Schedule : 08:00 AM to 04:00 PM  
Grades : K-5  
Web Address : [www.tempeschools.org](http://www.tempeschools.org)  
Phone Number : (480) 929-9909  
Fax Number : (480) 804-0384  
E-mail : [sobrein@tempeschools.org](mailto:sobrein@tempeschools.org)

### Mission

Scales Professional Development School is a dynamic learning community in which all people excel physically, emotionally, intellectually and socially in order to become active and productive citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Not Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 Warning Year  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will make one year's growth in reading and writing.
- ü Students will make one year's growth in math.
- ü We will increase student attendance by focusing on Perfect Attendance and encouraging students to be in school, every day, on time.
- ü We will increase parent understanding of student academic progress.

### Enrollment

October 1, 2005 School Year Student Enrollment : 490  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 115

# Scales Professional Development School

## Instructional Programs

- Ü Full-day Kindergarten
- Ü Reading, Math and Writing Focus
- Ü After School Tutoring and Homework Club
- Ü Accelerated Reader Program
- Ü MAC-Ro Math Club
- Ü Summer School Enrichment Program
- Ü Thinking Maps School
- Ü Childsplay Drama Residency

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	7/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

We have a Parent Resource Center, bilingual Parent Liaison, School Liaison, Site Council, PTA and Breakfast Club. In the PRC parents learn strategies to work with their children, have access to school and community resources and can use computers.

### Parents

Scales parents, faculty and students work together in the Site Council, PTA, Breakfast Club, Parent Resource Center and classroom. We have a Parent Compact committing all of us to academic achievement and a safe learning environment for all students.

## Transportation Policy

Transportation is provided to students with disabilities, students who live within a mile radius where there are hazards, and to students who live more than one mile from school. Bus evacuation drills are held two times per year for student safety.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Received 'A+ School' Status	2004
Ü Tempe Diablos Excellence In Education Award	2005
Ü Tempe Impact Award	2004
Ü National Board Certified Teacher	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1503	80010	100	100	99	428	439	447	8	12	10	31	22	18	60	52	53	1	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	735	38935	100	100	99	428	438	447	8	12	9	35	22	19	58	53	55	NA	13	17
Male	32	768	40974	100	100	98	428	440	448	9	12	11	25	22	18	63	51	52	3	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	44	723	34545	100	100	99	423	430	432	9	14	14	34	26	24	57	52	53	NA	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	13	414	35142	100	100	99	435	465	465	15	5	5	15	12	11	62	53	56	8	31	28
Students with Disabilities	11	256	10161	100	100	93	400	419	419	27	29	28	55	29	28	18	32	36	NA	10	8
Students without Disabilities	61	1247	69849	100	100	100	433	443	451	5	8	7	26	21	17	67	56	56	2	14	19
Limited English Proficient Students	26	262	14013	100	100	97	421	409	413	8	24	24	38	38	34	54	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	59	1056	39029	100	100	98	423	428	432	10	15	14	32	27	25	58	52	52	NA	7	9
Non-Economically Disadvantaged	13	447	40981	100	100	100	450	466	462	NA	5	6	23	11	13	69	54	54	8	30	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1494	79438	100	100	98	430	443	451	13	11	9	35	29	24	51	52	56	1	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	731	38775	100	99	99	431	449	457	8	8	7	38	27	22	55	56	58	NA	9	13
Male	32	763	40560	100	100	97	428	439	446	19	14	12	31	30	25	47	49	54	3	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	44	717	34297	100	99	98	423	434	434	11	14	14	43	33	31	45	50	50	NA	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	13	413	34887	100	100	98	434	468	471	31	5	4	8	19	15	54	58	63	8	18	18
Students with Disabilities	11	250	9588	100	98	88	380	413	416	55	31	30	18	31	32	27	34	34	NA	4	5
Students without Disabilities	61	1244	69850	100	100	100	438	449	456	5	7	7	38	28	23	56	56	59	2	8	12
Limited English Proficient Students	26	257	13856	100	98	96	419	404	407	12	28	27	46	46	43	42	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	59	1048	38685	100	99	97	424	432	435	14	14	14	39	33	32	47	50	50	NA	3	5
Non-Economically Disadvantaged	13	446	40753	100	100	99	456	470	467	8	5	5	15	17	16	69	59	62	8	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1502	79971	100	100	99	408	424	423	15	9	8	35	38	41	47	48	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	735	38974	100	100	99	430	439	437	8	6	5	35	32	33	53	55	57	5	7	4
Male	32	767	40895	100	100	98	382	408	410	25	12	10	34	44	47	41	42	41	NA	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	44	720	34481	100	99	99	394	418	410	20	10	10	41	40	46	39	47	43	NA	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	13	416	35150	100	100	99	402	440	437	15	5	5	38	34	35	38	53	56	8	8	5
Students with Disabilities	11	258	10258	100	100	94	283	372	377	55	23	23	36	52	51	9	23	25	NA	3	1
Students without Disabilities	61	1244	69713	100	100	100	431	434	429	8	6	5	34	36	39	54	53	52	3	5	3
Limited English Proficient Students	26	261	13985	100	100	97	391	375	382	23	24	18	38	50	54	38	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	59	1054	38994	100	99	98	404	414	409	19	10	10	31	42	47	49	45	41	2	2	1
Non-Economically Disadvantaged	13	448	40977	100	100	100	428	445	437	NA	6	5	54	29	34	38	55	56	8	11	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1609	80147	100	100	99	458	476	482	19	12	11	23	21	17	49	45	49	8	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	824	39281	100	100	99	458	476	483	20	12	9	22	21	17	49	44	50	10	22	24
Male	32	785	40780	100	100	98	457	475	482	19	12	12	25	21	17	50	46	48	6	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	42	779	33494	100	100	99	457	468	466	19	13	15	24	25	23	52	46	49	5	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	12	464	36122	100	100	99	479	498	501	8	8	5	25	13	10	42	41	50	25	37	35
Students with Disabilities	11	243	10295	100	99	92	414	434	443	55	40	33	27	29	26	18	23	33	NA	9	8
Students without Disabilities	62	1366	69852	100	100	100	465	483	488	13	8	7	23	19	16	55	49	51	10	24	26
Limited English Proficient Students	24	319	12722	100	100	97	445	438	441	25	27	27	25	36	33	50	32	37	NA	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	63	1141	38371	100	100	97	455	464	465	19	16	15	24	25	23	51	45	49	6	15	13
Non-Economically Disadvantaged	10	468	41776	100	100	100	NA	503	498	NA	5	6	NA	12	11	NA	45	49	NA	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1601	79686	100	99	98	442	463	470	23	14	11	30	27	24	45	52	57	1	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	819	39163	100	99	99	445	470	475	22	11	9	32	23	22	44	56	60	2	9	10
Male	32	782	40438	100	99	97	439	457	465	25	16	13	28	30	25	47	48	54	NA	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	42	773	33299	100	99	98	443	454	452	24	16	17	33	32	32	40	47	47	2	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	12	463	35914	100	100	98	456	484	489	17	8	5	17	15	15	67	62	67	NA	14	14
Students with Disabilities	11	239	9808	100	98	87	398	420	432	82	47	35	NA	28	32	18	23	30	NA	2	3
Students without Disabilities	62	1362	69878	100	99	100	450	471	475	13	8	8	35	26	23	50	57	61	2	8	9
Limited English Proficient Students	24	314	12594	100	98	96	425	419	422	33	36	34	38	46	45	29	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	63	1134	38095	100	99	97	439	452	452	25	18	17	32	31	32	41	46	48	2	5	3
Non-Economically Disadvantaged	10	467	41591	100	100	99	NA	490	486	NA	4	6	NA	16	16	NA	67	65	NA	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1606	80372	100	100	99	452	475	475	10	4	4	37	32	30	53	62	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	823	39452	100	100	99	476	489	488	5	3	3	29	22	22	66	72	72	NA	3	3
Male	32	783	40836	100	99	98	422	459	464	16	6	6	47	42	37	38	51	56	NA	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	42	779	33608	100	100	99	456	468	462	10	6	6	33	35	36	57	58	57	NA	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	12	462	36213	100	99	99	435	487	489	17	4	2	25	23	22	58	69	72	NA	4	3
Students with Disabilities	11	242	10526	100	99	94	378	421	427	36	18	15	55	56	53	9	26	31	NA	NA	1
Students without Disabilities	62	1364	69846	100	100	100	465	484	482	5	2	3	34	27	26	61	69	69	NA	2	2
Limited English Proficient Students	24	318	12747	100	99	97	429	439	432	17	11	12	38	51	52	46	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	63	1138	38521	100	99	98	452	466	461	10	5	6	38	37	38	52	56	55	NA	1	1
Non-Economically Disadvantaged	10	468	41851	100	100	100	NA	496	489	NA	2	3	NA	18	22	NA	77	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1433	79306	100	100	99	491	500	504	22	14	13	20	21	20	43	48	49	15	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	691	38845	100	100	99	481	499	505	25	14	11	25	21	20	38	50	50	13	15	18
Male	31	742	40383	100	100	98	506	502	504	16	14	14	13	21	19	52	46	47	19	18	19
African American	14	155	4171	100	100	98	469	481	485	21	23	20	36	25	26	43	45	44	NA	7	10
Hispanic	36	661	32673	100	100	99	483	490	487	28	15	18	17	25	25	42	50	46	14	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	21	449	36234	100	100	99	517	522	523	10	8	6	14	12	13	52	49	52	24	31	28
Students with Disabilities	16	258	10286	100	100	91	458	461	462	50	42	41	25	29	27	25	24	27	NA	6	5
Students without Disabilities	63	1175	69020	100	100	100	499	509	510	14	8	9	19	20	18	48	53	52	19	19	21
Limited English Proficient Students	24	264	10291	100	100	96	454	465	458	46	30	38	25	37	34	25	30	26	4	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	65	985	37437	100	100	97	485	488	486	25	17	19	23	26	26	38	48	46	14	9	9
Non-Economically Disadvantaged	14	448	41869	100	100	100	517	528	521	7	6	7	7	11	14	64	47	51	21	35	27

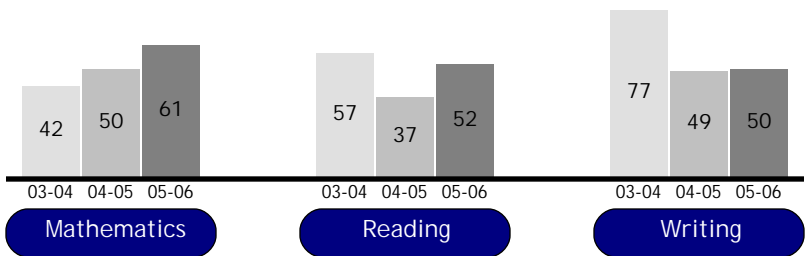
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1423	79000	100	99	98	473	484	489	16	10	10	29	26	24	51	58	58	4	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	687	38774	100	99	99	466	488	494	19	8	7	29	23	22	48	61	61	4	8	10
Male	31	736	40150	100	100	98	484	481	485	13	12	12	29	28	25	55	55	55	3	5	8
African American	14	154	4153	100	100	98	465	472	476	21	15	13	21	31	30	57	52	53	NA	3	4
Hispanic	36	653	32508	100	99	98	462	473	472	22	12	15	36	30	33	42	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	21	448	36135	100	100	98	502	507	508	5	4	4	19	15	14	62	66	67	14	15	15
Students with Disabilities	16	248	9991	100	97	88	446	448	449	44	33	33	31	40	36	25	25	29	NA	3	2
Students without Disabilities	63	1175	69009	100	100	100	480	492	495	10	5	6	29	23	22	57	65	62	5	7	10
Limited English Proficient Students	24	259	10199	100	98	95	434	445	439	38	27	35	54	47	47	8	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	65	977	37234	100	99	97	468	474	472	18	13	15	32	30	33	46	55	50	3	2	3
Non-Economically Disadvantaged	14	446	41766	100	100	99	498	508	505	7	4	5	14	16	16	71	63	65	7	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1430	79611	100	100	99	477	492	496	10	8	7	38	39	37	52	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	689	39016	100	100	99	476	507	511	10	4	4	40	32	29	50	62	66	NA	1	1
Male	31	741	40519	100	100	98	477	477	482	10	11	10	35	46	44	55	43	46	NA	1	0
African American	14	155	4188	100	100	98	479	483	486	14	9	9	21	45	40	64	46	50	NA	1	0
Hispanic	36	660	32855	100	100	99	476	484	481	6	9	10	50	41	43	44	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	21	448	36380	100	100	99	469	507	511	19	5	4	24	35	30	57	58	65	NA	2	1
Students with Disabilities	16	257	10664	100	100	94	395	438	440	31	23	23	56	58	54	13	19	22	NA	0	1
Students without Disabilities	63	1173	68947	100	100	100	497	503	504	5	4	4	33	35	34	62	60	61	NA	1	1
Limited English Proficient Students	24	265	10362	100	100	97	450	443	438	13	20	22	63	56	57	25	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	65	983	37626	100	100	98	479	482	479	9	9	10	38	43	45	52	48	45	NA	0	0
Non-Economically Disadvantaged	14	447	41985	100	100	100	467	512	511	14	4	4	36	31	30	50	62	65	NA	2	1

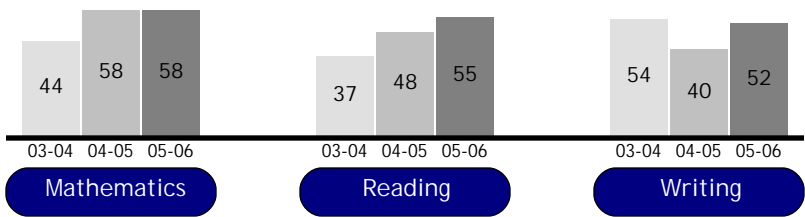
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	41	NA	58	100	30	41	47	97	24	41	46
	Language	97	27	44	50	100	34	39	47	97	25	39	48
	Mathematics	98	39	57	64	100	39	44	50	97	25	41	52
3	Reading	95	37	NA	55	100	29	41	44	100	28	41	46
	Language	97	44	54	61	100	28	40	44	100	28	39	46
	Mathematics	95	43	54	61	100	36	46	51	100	35	46	52
4	Reading	100	36	NA	56	100	34	43	48	100	32	44	52
	Language	100	35	45	52	100	39	45	49	100	30	46	52
	Mathematics	100	45	51	61	100	41	48	53	100	44	52	58
5	Reading	91	38	NA	55	100	38	46	50	100	41	52	56
	Language	96	34	43	49	100	35	45	50	100	41	48	54
	Mathematics	96	51	59	63	100	38	45	49	100	43	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Scales Professional Development School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Budget Advisement
- Ü Curriculum Input
- Ü Extracurricular Activities
- Ü Facilities
- Ü Field Trips
- Ü Staff and Family Development

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	36.50
Other Professional Staff	4.00	Teacher Aide	11.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	0	2	0	0
7 to 9 years	3	3	0	0
10 or more years	4	12	0	2

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü K-3 Reading Resource Center
- Ü Library
- Ü Parent Resource Center

### Extracurricular Activities

- Ü Student Leadership Team
- Ü Homework Club
- Ü Outdoor Education Program
- Ü Breakfast Club
- Ü Before School Tutoring
- Ü Running Club
- Ü Sports Leadership Program
- Ü MAC-RO Math Club

### Social Services

- Ü Breakfast Program
- Ü Boys and Girls Club Nearby
- Ü Bilingual Family Counselor
- Ü Crisis Intervention Team
- Ü District Social Workers
- Ü Parent Liaisons

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implemented reading, writing, and math blocks; whole group and differentiated instruction is offered throughout the day.
  
- ü Implemented MAC-RO Achievemnt program in 2nd 3rd and 4th grades.
  
- ü Implemented summer enrichment program to improve student achievement in reading.
  
- ü Implemented school wide use of Thinking Maps to improve student organizational skills when working with new text and ideas. Follow-up with Write From the Beginning to help students develop expository writing skills.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Scales Professional Development School takes responsibility for the safety and security of each child and adult. Our Support Team consists of counselor, psychologist, nurse and principal who provide a safe and healthy school environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Terry Jenkins	(480) 929-9909
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Dianne Berg	(480) 929-9909
School Nutrition Programs	Barbara Savaetio	(480) 774-2131
Parent Organization	Kee Teoh	(480) 929-9909
Student Health/Nurse	Halyna Chrovsky	(480) 929-9909

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.